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ABSTRACT

This publication proposes the use of a goal-based curriculum to infuse strategies and address goals that meet the career development needs of all students. Its intent is to serve as an example of how outcomes expressed as goals look, developmentally, from grade K through 14. In the matrix, (1) each major goal is broken out into more definitive statements that serve as descriptors of the particular area; (2) each objective is then viewed in terms of grade-level groupings, so that indicators relevant to age-level characteristics or maturation including social are reflected in each one--leading to continuity in the attainment of career competencies; (3) the goals may be addressed in any number of ways, thereby encouraging teachers and counselors to use their own techniques and strategies, their own content, and to adapt each goal or objective. The 10 goals of the matrix cover self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities. The publication also contains a discussion of career education philosophy and the relationship between career education and vocational education, and references. (Teaching ideas for incorporating the matrix in various grade levels are contained in accompanying documents--see note.) (KC)

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K-14 GOAL MATRIX

career-vocational development

PROFILE

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INTRODUCTION

This publication proposes the use of a goal-based curriculum to infuse strategies and address goals that meet the career development needs of all students. Its intent is to serve as an example of how outcomes expressed as goals look, developmentally, from Grade K through 12. As such, it is subject to adaptation and/or modification by persons or districts using it.

The important points to observe about the matrix are these:

1) Each major goal is broken out into more definitive statements which serve as descriptors of the particular area, e.g. there are six objectives that comprise self-awareness.

2) Each objective is then viewed in terms of grade-level groupings, so that indicators relevant to age level characteristics or maturation including social characteristics, learning characteristics and experiences, are reflected in each one. This should lead to continuity in the attainment of career competencies.

3) The goals may be addressed in any number of ways, thereby encouraging teachers and counselors to use their own techniques and strategies, their own content, and consider ways to use or adapt each goal or objective.

Uses of the matrix might include:

1. Discussion, revision, and adaptation by schools or districts in order to achieve an orderly infusion of career education into existing curricula.

2. Use of the agreed-upon objectives for conducting needs assessment and for establishing local priorities for career education.

3. Use of the objectives as a basis for developing learning approaches and instructional materials.

4. Use of selected objectives as the basis for instrument development and evaluation.

CAREER EDUCATION PHILOSOPHY

Career development for individuals occurs in a process that continues over time and consists of all experiences; some which open, others which close options. This process may occur in a random and haphazard fashion, or be designed and integrated to address the career development needs of all individuals.

Students should have educational experiences which will enable them to know themselves, explore a broad range of options and make satisfying decisions based on knowledge of self relative to those options.

There is a significant interrelationship between a person's life style and career.

The development of a positive self image, work values, social values, decision-making skills, and adaptability are essential and integral components of a comprehensive educational program.

Traditional academic skills are enhanced by an approach which emphasizes career relatedness and the instrumental value of learning. Such approaches should be infused in classroom activities throughout the curriculum to the extent that they heighten both the teacher's awareness of the lifetime needs of students, and students' interest and performance.

Education takes place in a variety of settings including the school, home, and the community. Collaboration between the school and the business and industrial community is highly desirable in the educative process.

All students should have saleable skills by the time they leave the formal educational system. For some this means upon high school graduation, for others 2, 4, or 6 years beyond.

The concept of education should include the following definitions:

Work = Conscious effort aimed at producing benefit for self and/or self + others.

Career = Totality of work in one's lifetime

Vocation = Primary work role at any given time.

Occupation = Primary work role in world of paid employment.

Education = All activities + experiences in which one learns.

Career and vocational education are not synonomous; however, there is a relationship between them. This clarification is essential in bridging the gaps between various educators in the system:

Career Education	Vocational Education
for all students	for a specific group of students seeking entry-level training in a specific area
is K-post secondary	is concentrated in secondary and post-secondary levels
is an integrated, mult-disciplinary approach	consists of specific identifiable programs
relates all school work to a broad range of options	focuses on one occupational area
involves all disciplines	involves a few specific disciplines

Career education requires for some students a strong and viable vocational education component. Career education and vocational education while not the same, are mutually supportive.

GOAL 1. SELF AWARENESS: IMPROVE SELF INVESTIGATION AND EVALUATION SKILLS.

OBJECTIVES	GRADE LEVEL: K-3	4-6
1.1 IS AWARE OF PERSONAL CHARACTERISTICS INCLUDING STRENGTHS AND LIMITATIONS.	A. IDENTIFIES THINGS THAT ONE CAN DO WELL; THINGS ONE DOES NOT DO WELL. B. IDENTIFIES PERSONAL AND PHYSICAL CHARACTERISTICS.	A. ASSESSES PERSONAL LIMITATIONS; SETS GOALS FOR IMPROVEMENT. B. IDENTIFIES PERSONAL CHARACTERTISTIC WHICH ONE VALUES AND DESCRIBES THE USE OF THOSE CHARACTERISTICS IN SCHOOL WORK.
1.2 EXHIBITS A POSITIVE SELF-CONCEPT.	A. DESCRIBES AND ACCEPTS ONE'S OWN CHARACTERISTICS. B. ACCEPTS DIFFERENCES OF SELF AND OTHERS. C. RELATES WELL TO OTHERS.	A. REACTS POSITIVELY TO CONSTRUCTIVE CRITICISM. B. ACCEPTS INDIVIDUAL DIFFERENCES OF SELF AND OTHERS.
1.3 IDENTIFIES A PREFERRED LIFE STYLE.	A. DESCRIBES ACTIVITIES ONE LIKES TO DO AT HOME AND AT SCHOOL.	A. IS ABLE TO DESCRIBE ELEMENTS OF LIFE STYLE FOR SELF AND OTHERS.
1.4 IDENTIFIES PERSONAL NEEDS, INTERESTS AND VALUES.	A. LISTS MOST FAVORITE AND LEAST FAVORITE THINGS.	A. IDENTIFIES PERSONAL LIKES AND DISLIKES. B. RECOGNIZES HOW VALUES SHAPE INTERESTS.
1.5 RELATES PERSONAL NEEDS, VALUES AND INTERESTS TO BEHAVIOR, DECISIONS, AND CAREERS.	A. NAMES PERSONAL PREFERENCES AND RELATES THEM TO ACTIVITIES. B. EXPLAINS WHY SOME ACTIVITIES ARE PREFERRED OVER OTHERS.	A. RELATES PERSONAL NEEDS, VALUES AND PRIORITIES TO TASK SELECTION, DECISIONS MADE IN SCHOOL AND OUT OF SCHOOL. B. UNDERSTANDS THAT ONE CAN USE ACTIVITIES FOR SELF-EXPRESSION.
1.6 UNDERSTANDS THE EFFECTS OF MATURATION ON SELF.	A. IDENTIFIES ACCOMPLISHMENTS ONE HAS DONE RECENTLY THAT WERE NOT DONE BEFORE. B. RELATES ACCOMPLISHMENTS TO GROWTH.	A. COMPARES DESCRIPTIONS OF CHILDREN AT DIFFERENT AGES AND EXPLAINS BEHAVIORS THAT OCCUR.

7-9	10-12	13-14
A. CONSIDERS CAREERS IN TERMS OF STRENGTHS AND LIMITATIONS. B. FORMULATES PLANS FOR INCREASING OR USING STRENGTHS AND MINIMIZING OR COMPENSATING FOR LIMITATIONS.	A. IS ABLE TO TALK ABOUT PERSONAL ATTRIBUTES AND LIMITATIONS IN AN INTERVIEW. B. IDENTIFIES PERSONAL VALUES AS THEY RELATE TO WORK SITUATIONS. C. ACCURATELY DESCRIBES OWN SCHOLASTIC ABILITIES.	A. USES PERSONAL ATTRIBUTES TO ENHANCE THE QUALITY AND SUCCESS OF JOB PERFORMANCE. B. ACCEPTS LIMITATIONS AND/OR COMPENSATES FOR THEM. C. DESCRIBES PERSONAL STRENGTHS AND LIMITATIONS IN AN INTERVIEW.
A. DESCRIBES HOW SELF-WORTH IS IMPORTANT FOR SUCCESS IN SCHOOL, AT HOME. B. EVIDENCES SELF-ACCEPTANCE.	A. EXHIBITS CARE FOR PERSONAL APPEARANCE. B. DESCRIBES HOW SELF-WORTH AFFECTS PERFORMANCE.	A. EXHIBITS PRIDE IN WORKMANSHIP. B. EVALUATES PERSONAL PERFORMANCE OBJECTIVELY. C. EXHIBITS A POSITIVE ATTITUDE. D. EXHIBITS JOB SATISFACTION.
A. DEFINES LIFE STYLE. B. DESCRIBES DIFFERENT LIFE STYLES. C. DESCRIBES PERSONAL LIFE STYLE. D. UNDERSTANDS THAT CAREERS ARE RELATED TO LIFE STYLE.	A. PROJECTS FUTURE LIFE-STYLE BASED ON PRESENT DECISIONS. B. DESCRIBES IMPLICATIONS OF LIFE STYLE ON CAREER. C. IDENTIFIES FROM A VARIETY OF LIFE STYLES THOSE MOST COMPATIBLE WITH PERSONAL CHARACTERISTICS AND NEEDS.	A. ADAPTS CAREER TO LIFE STYLE; ADJUSTS LIFE STYLE TO CAREER. B. SETS AND WORKS TOWARD GOALS THAT ARE CONSISTENT WITH PREFERRED CAREER AND LIFE STYLE.
A. RECOGNIZES AND PRIORITIZES PERSONAL NEEDS AND VALUES IN SELF AND OTHERS. B. DIFFERENTIATES BETWEEN INTERESTS, ABILITIES, AND VALUES.	A. RECOGNIZES THAT PERSONAL VALUES CHANGE. B. UNDERSTANDS THE NATURE OF PERSONALITY IN TERMS OF NEEDS AND VALUES.	A. VIEWS SELF AND OTHERS IN TERMS OF VALUES AND NEEDS. B. UNDERSTANDS VALUES, NEEDS, AND INTERESTS AS THEY RELATE TO STAGES IN LIFE CYCLE.
A. KNOWS THE DIFFERENCE BETWEEN NEEDS AND WANTS, VALUES AND INTERESTS. B. EXPLORES PERSONAL INTERESTS. C. EXPLORES CAREERS IN TERMS OF INTERESTS, ABILITIES. D. IDENTIFIES AND USES SOURCES OF INFORMATION ABOUT SELF.	A. IDENTIFIES, PRIORITIZES VALUES. B. DESCRIBES RELATIONSHIP BETWEEN NEEDS, VALUES, INTERESTS AND OCCUPATIONAL CHOICE. C. SHOWS HOW ONE'S CAREER CAN COMBINE SKILLS AND INTERESTS. D. RECOGNIZES THAT CAREERS CAN BE A MEANS OF EXPRESSING ONESELF.	A. DESCRIBES HOW BEHAVIORS RELATE TO VALUES, NEEDS AND INTERESTS. B. ADJUSTS BEHAVIORS TO MEET CHANGING VALUES AND NEEDS. C. CHOOSES ACTIVITIES TO SATISFY INTERESTS, NEEDS, AND VALUES. D. EXPRESSES ONESELF THROUGH CAREER.
A. RECOGNIZES CHARACTERISTICS THAT ARE A FUNCTION OF MATURATION AS DIFFERENT FROM PERSONALITY. B. ASSUMES RESPONSIBILITY FOR PERSONAL DEVELOPMENT.	A. DISCUSSES HUMAN GROWTH AND DEVELOPMENT IN TERMS OF MATURATION. B. CAN DESCRIBE EFFECTS OF MATURATION ON SELF AND DISCUSSES FUTURE EFFECTS.	A. APPLIES KNOWLEDGE OF MATURATION EFFECTS ON SELF TO UNDERSTANDING PERSONAL SITUATIONS AND BEHAVIOR. B. RECOGNIZES ASPECTS OF MATURATION THAT CONTINUE TO AFFECT SELF.

GOAL 2, INTERPERSONAL SKILLS: IMPROVE HUMAN RELATIONSHIPS.

OBJECTIVES	GRADE LEVEL: K-3	4-6
2.1 DEMONSTRATES AWARENESS OF THE EFFECT OF SELF ON OTHERS.	A. IS AWARE OF FEELINGS ABOUT SELF AND OTHERS.	A. SHOWS AWARENESS OF HOW ONE'S ATTITUDES AFFECT INTERPERSONAL RELATIONSHIPS.
2.2 REACTS POSITIVELY TO CONSTRUCTIVE CRITICISM.	A. ACCEPTS DIRECTIONS FROM OTHERS.	A. REACTS POSITIVELY TO SUGGESTIONS FROM OTHERS.
2.3 WORKS WITH OTHERS REGARDLESS OF SEX, RACE, CULTURAL DIFFERENCES.	A. IS AWARE OF HOW SELF IS DIFFERENT OR LIKE OTHERS. B. ACCEPTS CULTURAL AND RACIAL DIFFERENCES.	A. WORKS WELL IN GROUPS. B. VIEWS INDIVIDUAL DIFFERENCES POSITIVELY.
2.4 ANALYZES DIFFERENCES BETWEEN PERSONAL VALUES AND THE VALUE ORIENTATIONS OF OTHERS.	A. UNDERSTANDS THAT PEOPLE'S LIKES AND DISLIKES DIFFER.	A. DIFFERENTIATES OWN VALUES FROM THOSE OF PEERS.
2.5 AFFIRMS THE NEED FOR POSITIVE INTERPERSONAL RELATIONSHIPS.	A. IDENTIFIES SITUATIONS IN WHICH PEOPLE NEED TO WORK TOGETHER. B. MAKES POSITIVE STATEMENTS ABOUT OTHERS. C. RELATES WELL TO THOSE OF SIMILAR AND DIVERSE BACKGROUNDS AND TEMPERAMENTS.	A. IDENTIFIES REASONS INTERPERSONAL RELATIONSHIPS ARE IMPORTANT. B. RECOGNIZES THAT SOCIETY AND BUSINESS DEPEND ON CONTRIBUTIONS OF ALL WORKERS. C. IDENTIFIES WAYS IN WHICH PEOPLE INFLUENCE ONE ANOTHER.
2.6 RESOLVES CONFLICTS INVOLVING GROUPS.	A. IDENTIFIES REASONS FOR PROBLEMS THAT OCCUR WHEN PEOPLE WORK IN GROUPS AND MAKES SUGGESTIONS FOR IMPROVEMENT.	A. EXPLAINS HOW TO RESOLVE CONFLICTS THAT OCCUR IN GROUPS.
2.7 RECOGNIZES THE ROLE OF CONSTRUCTIVE AND POSITIVE COMPETITION.	A. UNDERSTANDS COMPETITION AND THE RULES FOR POSITIVE COMPETITION.	A. PARTICIPATES POSITIVELY IN COMPETITIVE GAMES.
2.8 IDENTIFIES AND USES INTERPERSONAL SKILLS.	A. IDENTIFIES WAYS IN WHICH HE/SHE IS ABLE TO HELP OTHERS.	A. IDENTIFIES AND EXHIBITS OR USES SOCIALLY ACCEPTABLE MANNERS.

7-9	10-12	13-14
A. EXPLORES CAREERS IN TERMS OF INTERPERSONAL RELATIONSHIPS NEEDED.	A. DESCRIBES PSYCHOLOGICAL AND SOCIAL ASPECTS OF INTERPERSONAL RELATIONSHIPS.	A. EVALUATES OWN INTERPERSONAL SKILLS OBJECTIVELY. B. TAKES APPROPRIATE STEPS TO IMPROVE INTERPERSONAL SKILLS.
A. DEVELOPS AND ROLE PLAYS SITUATIONS FOR GIVING POSITIVE SUGGESTIONS.	A. GIVES AND PROFITS FROM CONSTRUCTIVE CRITICISM.	A. USES INFORMATION GAINED THROUGH CONSTRUCTIVE CRITICISM TO EFFECT CHANGE IN SELF AND OTHERS.
A. IS ABLE TO DISCUSS AND RESPECT DIFFERENCES IN CULTURE, SEX, RACE. B. WORKS WELL WITH OTHERS.	A. IDENTIFIES HOW CULTURAL, SEX, RACIAL DIFFERENCES CAN BE AN ASSET TO A GROUP. B. DISCUSSES AND RESOLVES EXAMPLES OF RACIAL/CULTURAL/SEX BIAS. C. WORKS WELL WITH OTHERS REGARDLESS OF SEX, RACE, CULTURAL DIFFERENCES.	A. PARTICIPATES IN PROGRAMS AND ACTIVITIES TO OVERCOME SEX/RACE/CULTURE BIAS. B. WORKS EFFECTIVELY WITH OTHERS, REGARDLESS OF SEX/RACE/CULTURE.
A. COMPREHENDS THAT CERTAIN VALUES MAY NOT BE ASSIGNED EQUAL IMPORTANCE BY OTHERS. B. REACTS POSITIVELY TO SHARING DIFFERENCES IN VALUES WITH OTHERS.	A. DISCUSSES THE SIGNIFICANCE OF DIFFERENT VALUE ORIENTATIONS IN INTERPERSONAL RELATIONSHIPS AND BEHAVIORS. B. IDENTIFIES POSITIVE AND NEGATIVE EFFECTS OF DIFFERENT VALUE ORIENTATIONS.	A. ACCEPTS OTHERS HAVING DIFFERING VALUES ORIENTATIONS. B. RECOGNIZES WAYS IN WHICH DIFFERENT VALUE ORIENTATIONS CAN ENHANCE GROUP ACTIVITIES AND INTERPERSONAL RELATIONSHIPS.
A. IDENTIFIES ELEMENTS NECESSARY FOR POSITIVE AND EFFECTIVE TEAM WORK. B. IDENTIFIES INSTANCES IN WHICH INTERPERSONAL RELATIONSHIPS ARE ESSENTIAL TO PERSONAL AND GROUP EFFECTIVENESS.	A. DISCUSSES WAYS PEOPLE HAVING DIFFERENT STRENGTHS AND LIMITATIONS CAN COMPLEMENT EACH OTHER. B. USES POSITIVE MEANS FOR WORKING WITH OTHERS. C. ASSUMES AN ACTIVE ROLE IN GROUP SITUATIONS. D. UNDERSTANDS THE NEED FOR AND MAINTAINS OPEN COMMUNICATION.	A. TAKES STEPS TO IMPROVE INTERPERSONAL RELATIONSHIPS WITHIN A WORK GROUP.
A. PREDICTS CAUSES AND CONSEQUENCES OF WORKER CONFLICTS. B. RESOLVES CONFLICTS WITH PEERS.	A. DESCRIBES HOW CONFLICTS BETWEEN WORKERS ARE RESOLVED. B. KNOWS HOW TO USE COMPROMISE AND ARBITRATION EFFECTIVELY.	A. RESOLVES CONFLICTS BETWEEN WORKERS EFFECTIVELY. B. RESOLVES CONFLICTS BETWEEN SELF AND OTHERS SUCCESSFULLY.
A. RECOGNIZES WAYS IN WHICH COMPETITION SERVES INDIVIDUALS AND GROUPS.	A. ENGAGES IN POSITIVE COMPETITION. B. RECOGNIZES POSITIVE EFFECTS OF COMPETITION.	A. RESPECTS OTHERS IN COMPETITION WITH SELF. B. REACTS POSITIVELY TO COMPETITIVE SITUATIONS, WIN OR LOSE.
A. LISTS ALTERNATIVE WAYS OF EXPRESSING FEELINGS. B. DEMONSTRATES FLEXIBILITY AND ADAPTABILITY IN SOCIAL RELATIONSHIPS.	A. APPLIES AN UNDERSTANDING OF IMPORTANCE OF INTERPERSONAL SKILLS IN OCCUPATIONAL SUCCESS. B. IDENTIFIES SPECIFIC INTERPERSONAL SKILLS NEEDED IN PREFERRED OCCUPATIONS.	A. USES INTERPERSONAL SKILLS EFFECTIVELY WHEN WORKING WITH OTHERS. B. EFFECTIVELY USES INTERPERSONAL SKILLS REQUIRED IN ONE'S OCCUPATION.

GOAL 3. DECISION-MAKING
IMPROVE CAREER PLANNING AND DECISION-MAKING SKILLS.

OBJECTIVES	GRADE LEVEL: K-3	4-6
3.1 IS ABLE TO USE DECISION-MAKING PROCESSES.	A. RECOGNIZES THAT DECISIONS ARE BEING MADE ALL THE TIME. B. KNOWS APPROPRIATE SOURCES OF INFORMATION.	A. ANALYZES AND WEIGHS PROBABILITY AND DESIRABILITY OF ALTERNATIVES. B. USES APPROPRIATE INFORMATION SOURCES FOR MAKING DECISIONS.
3.2 RELATES PERSONAL VALUES, ABILITIES, INTERESTS TO DECISION-MAKING.	A. DESCRIBES DECISIONS MADE AND REASONS FOR THEM.	A. IDENTIFIES STATEMENTS OF INTENT THAT CORRESPOND WITH VALUES AND PRIORITIES.
3.3 ADAPTS DECISIONS TO CHANGING CIRCUMSTANCES.	A. RECOGNIZES DIFFERENT KINDS OF DECISIONS MADE.	A. SHOWS HOW DIFFERENT CIRCUMSTANCES CAUSE DECISIONS TO BE CHANGED.
3.4 ASSUMES RESPONSIBILITY FOR DECISIONS MADE.	A. RECOGNIZES THE RESULTS OF CHOICES MADE.	A. DESCRIBES CONSEQUENCES OF DECISIONS TO SELF AND OTHERS.
3.5 RECOGNIZES THE VARIETY OF SETTINGS IN WHICH DECISIONS ARE MADE AND THE INFLUENCES ON DECISION-MAKING.	A. NAMES PEOPLE AND THINGS THAT INFLUENCE DECISIONS.	A. DESCRIBES THE CONTEXTS IN WHICH DECISIONS ARE MADE. B. LISTS WAYS DECISIONS ARE INFLUENCED BY SIGNIFICANT OTHERS AND BY CIRCUMSTANCES.
3.6 DEMONSTRATES DECISION-MAKING SKILLS NEEDED IN PREFERRED OCCUPATIONS.	A. NAMES DECISIONS MADE WHEN CARRYING OUT SPECIFIC TASKS.	A. IDENTIFIES DIFFERENT KINDS OF DECISIONS MADE BY WORKERS IN CARRYING OUT THEIR JOBS.
3.7 SETS AND CARRIES OUT SHORT TERM AND LONG RANGE GOALS.	A. PLANS DAILY WORK TASKS. B. IDENTIFIES DAILY AND WEEKLY ACTIVITIES.	A. PLANS SOME LONG RANGE EDUCATIONAL AND PERSONAL GOALS. B. IDENTIFIES GOALS ALREADY REACHED.
3.8 DEMONSTRATES THE ABILITY TO PARTICIPATE IN GROUP DECISION-MAKING.	A. SHARES DECISIONS AND OPINIONS WITH OTHERS.	A. PARTICIPATES IN GROUP DECISION-MAKING. B. DISCUSSES WAYS IN WHICH GROUP DECISION-MAKING IS DESIRABLE.

7-9	10-12	13-14
A. OBTAINS ADEQUATE AND RELEVANT INFORMATION FOR DECISIONS. B. IDENTIFIES WAYS TO INCREASE OPTIONS AND REDUCE RISK.	A. DESCRIBES AND USES DECISION-MAKING PROCESSES EFFECTIVELY. B. USES INFORMATION SOURCES EFFECTIVELY IN MAKING DECISIONS.	A. EXPRESSES PERSONAL SATISFACTION WITH DECISIONS MADE. B. MAKES INFORMED DECISIONS.
A. DESCRIBES HOW PERSONAL VALUES INFLUENCE DECISIONS.	A. APPLIES KNOWLEDGE OF PERSONAL VALUES AND NEEDS TO PERSONAL AND CAREER DECISION-MAKING. B. USES VALID BASIS FOR APPRAISING PERSONAL ABILITIES AND ATTRIBUTES	A. MAKES PERSONAL DECISIONS THAT ARE CONSISTENT WITH PERSONAL VALUES AND NEEDS. B. MAKES CAREER DECISIONS THAT ARE CONSISTENT WITH VALUES AND NEEDS.
A. INDICATES HOW SOME CAREER DECISIONS MAY CHANGE DUE TO PERSONAL, SOCIAL, ECONOMIC, TECHNOLOGICAL CHANGES.	A. EVIDENCES THE ABILITY TO COPE WITH CHANGES BY ADAPTING DECISIONS MADE WHEN CHANGE IS INTRODUCED.	A. MAKES APPROPRIATE DECISIONS WHEN CHANGES OCCUR. B. ADAPTS AND ADJUSTS TO CHANGE SATISFACTORILY.
A. DESCRIBES AND DISCUSSES SHORT TERM AND LONG RANGE CONSEQUENCES OF DECISIONS.	A. RESOLVES CONFLICTING GOALS IN DECISION-MAKING. B. DISCUSSES IMPLICATIONS OF INDIVIDUAL AND GROUP DECISIONS.	A. FOLLOWS THROUGH ON DECISIONS AND COMMITMENTS. B. ASSUMES RESPONSIBILITY FOR PERSONAL DECISIONS AND THEIR CONSEQUENCES.
A. RECOGNIZES FACTORS THAT INFLUENCE CAREER CHOICES.	A. MAKES SATISFACTORY DECISIONS AND DISCUSSES THE INFLUENCE OF FACTORS IN THE DECISION-MAKING PROCESS. B. DEMONSTRATES EFFECTIVE PROBLEM SOLVING IN EMERGENCIES AND NON-ROUTINE SITUATIONS.	A. MAKES SATISFYING DECISIONS ON A BROAD RANGE OF DIVERSE PROBLEMS. B. IDENTIFIES MOST SIGNIFICANT FACTORS THAT DETERMINE DECISIONS MADE.
A. EXPLORES CAREER OPTIONS IN TERMS OF DECISION-MAKING SKILLS REQUIRED IN VARIOUS OCCUPATIONAL AREAS. B. EXPLORES AND ASSESSES PERSONAL DECISION-MAKING SKILLS.	A. EXPLORES THE NATURE OF DECISIONS THAT ARE MADE BY PEOPLE IN PREFERRED OCCUPATIONS. B. ASSESSES PERSONAL DECISION-MAKING SKILLS IN TERMS OF PREFERRED OCCUPATIONS.	A. IDENTIFIES AND APPLIES DECISION-MAKING SKILLS NEEDED FOR EFFECTIVE JOB PERFORMANCE. B. MAKES APPROPRIATE "NEXT-STEP" CHOICES.
A. DESCRIBES HOW PERSONAL ACTIVITIES IMPACT ON SHORT TERM AND LONG RANGE GOALS.	A. BUDGETS TIME AND OTHER RESOURCES EFFECTIVELY IN ORDER TO ACHIEVE INDIVIDUAL GOALS. B. MAKES DAILY DECISIONS THAT ARE CONSISTENT WITH LONG TERM GOALS.	A. MAKES PLANS AND DECISIONS THAT ENHANCE THE ATTAINMENT OF LONG-RANGE GOALS. B. PLANS AND CARRIES OUT LONG RANGE GOALS.
A. IDENTIFIES THE KINDS OF DECISIONS THAT ARE MADE IN GROUPS. B. DESCRIBES WAYS IN WHICH GROUP PROCESSES CONTRIBUTE TO OR IMPEDE DECISION MAKING.	A. LISTS FACTORS THAT CONTRIBUTE TO SUCCESSFUL GROUP DECISIONS. B. PARTICIPATES EFFECTIVELY IN GROUP DECISION-MAKING.	A. PARTICIPATES EFFECTIVELY IN GROUP DECISION-MAKING.

GOAL 4. WORK HABITS AND ATTITUDES.
IMPROVE WORK ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS.

OBJECTIVES	GRADE LEVEL: K-3	4-6
4.1 DEMONSTRATES INITIATIVE AND INDEPENDENCE.	A. INITIATES TASKS. B. DEMONSTRATES THE ABILITY TO COMPLETE TASKS.	A. INITIATES TASKS. B. IS ABLE TO WORK INDEPENDENTLY.
4.2 EXHIBITS POSITIVE WORK ATTITUDE.	A. IDENTIFIES PERSONAL VALUE IN WORK. B. EXPLAINS HOW WORK AND WORKING BENEFITS SELF AND OTHERS.	A. WORKS WITHOUT COMPLAINING. B. IDENTIFIES POSITIVE ASPECT OF WORK. C. IDENTIFIES ATTITUDES OF SELF AND OTHERS THAT CONTRIBUTE TO SUCCESSFUL TASK ACCOMPLISHMENT.
4.3 UNDERSTANDS THE NATURE OF WORK.	A. UNDERSTANDS THE ROLE OF WORKERS IN HELPING PEOPLE. B. IDENTIFIES EXAMPLES OF WORK DONE AT SCHOOL, AT HOME, AND PERSONS IN OCCUPATIONS.	A. UNDERSTANDS MANY WORK FORMS IN SOCIETY.
4.4 PLANS, AND COMPLETES TASKS EFFICIENTLY AND THOROUGHLY.	A. RECOGNIZES STEPS IN CARRYING OUT SPECIFIC TASKS.	A. PLANS AND CARRIES OUT SIMPLE AND COMPLEX TASKS. B. CARRIES TASKS THROUGH TO COMPLETION.
4.5 USES HEALTH AND SAFETY HABITS.	A. PRACTICES PERSONAL HEALTH HABITS. B. DESCRIBES SAFETY BASIC PROCEDURES.	A. PRACTICES GOOD HEALTH HABITS. B. PRACTICES SAFETY AT WORK, AT PLAY.
4.6 PRACTICES POSITIVE WORK HABITS.	A. IDENTIFIES AND USES BASIC WORK HABITS.	A. IDENTIFIES VALUES AND PRACTICES WORK HABITS SUCH AS HONESTY, DEPENDABILITY, PUNCTUALITY.
4.7 UNDERSTANDS AND RESPECTS WORKER ROLES, INCLUDING THE ROLE OF SUPERVISORS.	A. FOLLOWS DIREC B. SHOWS HOW SUPERVISION HELPS GET GROUP TASKS DONE. C. RESPECTS AUTHORITY. D. UNDERSTANDS THAT WORKERS ARE INTERDEPENDENT.	A. EXPLORES PERSONAL ATTITUDES TOWARD PERSONS IN AUTHORITY. B. IS ABLE TO GIVE AND RECEIVE INSTRUCTIONS. C. RECOGNIZES THE NEED FOR COOPERATION AMONG WORKERS.

7-9	10-12	13-14
A. ENGAGES IN ACTIVITIES INDEPENDENTLY. B. IDENTIFIES TASKS REQUIRING INDEPENDENT ACTIVITY; IDENTIFIES SELF MANAGEMENT SKILLS	A. ENGAGES IN INDEPENDENT STUDY, INDEPENDENT TASKS. B. IDENTIFIES WAYS IN WHICH INITIATIVE CAN ENHANCE JOB PERFORMANCE.	A. WORKS INDEPENDENTLY WHEN NECESSARY. B. DEMONSTRATES INITIATIVE ON THE JOB. C. USES SELF MANAGEMENT SKILLS FOR PERSONAL IMPROVEMENT.
A. IDENTIFIES WAYS IN WHICH OCCUPATIONS, JOBS AND WORK SITUATIONS CAN BE PERSONALLY SATISFYING. B. DEMONSTRATES RESPONSIBILITY FOR PERSONAL BEHAVIOR. C. IDENTIFIES SKILLS NEEDED FOR COPING IN STRESSFUL SITUATIONS.	A. IDENTIFIES WAYS IN WHICH WORKER SATISFACTION CAN BE ACHIEVED. B. IDENTIFIES WAYS IN WHICH WORKERS CAN IMPROVE THEIR WORK IN TERMS OF SATISFACTION. C. VALUES PROMPTNESS AND OTHER STANDARDS OF JOB PERFORMANCE.	A. MAINTAINS POSITIVE ATTITUDES ON THE JOB. B. CONTRIBUTES TO MORE POSITIVE WORKING SITUATIONS. C. APPLIES COPING STRATEGIES FOR ANALYZING AND MANAGING STRESS.
A. COMPARES PRESENT DAY WORK ATTITUDES WITH FORMER ATTITUDES. B. RESPECTS THE WORK OF PEOPLE IN ALL KINDS OF EMPLOYMENT.	A. ENGAGES IN AND/OR UNDERSTANDS A VARIETY OF PAID AND NON-PAID WORK ACTIVITIES. B. DESCRIBES HOW WORK CONTRIBUTES TO PERSONAL AND SOCIAL WELFARE.	A. PLANS AND CARRIES OUT A PROGRAM OF WORK THAT CONTRIBUTES TO THE BENEFIT OF SELF AND OTHERS.
A. USES PLANNING SKILLS TO INCREASE EFFICIENCY IN CARRYING OUT TASKS. B. DEMONSTRATES SELF-DISCIPLINE IN COMPLETING TASKS.	A. VALUES PLANNING IN ORGANIZING WORK AND COMPLETING JOBS. B. DEMONSTRATES INITIATIVE. C. SETS PRIORITIES FOR TASKS TO BE DONE AND ALLOCATES TIME ACCORDINGLY.	A. PLANS AND CARRIES OUT PERSONAL PROJECTS. B. PLANS AND CARRIES OUT PROJECTS ON THE JOB.
A. RECOGNIZES THE IMPLICATIONS OF GOOD HEALTH ON CAREERS. B. EXPLORES SAFETY ASPECTS OF JOBS.	A. IDENTIFIES AND PRACTICES GOOD HEALTH HABITS. B. EVIDENCES CONCERN FOR SAFETY OF SELF AND OTHERS.	A. MAINTAINS OPTIMAL HEALTH BY PRACTICING GOOD HEALTH HABITS. B. PRACTICES SAFETY IN PERSONAL LIFE AND ON THE JOB.
A. DESCRIBES AND PRACTICES ETHICAL STANDARDS AS THEY RELATE TO CAREERS. B. PRACTICES DEPENDABILITY AND PUNCTUALITY.	A. IDENTIFIES STANDARDS OF ETHICAL CONDUCT AND THE WAYS IN WHICH ETHICS AFFECT WORKERS AND SOCIETY. B. PRACTICES WORK HABITS THAT CONTRIBUTE TO PRODUCTIVITY AND JOB SATISFACTION.	A. USES ETHICAL STANDARDS OF CONDUCT. B. PRACTICES POSITIVE WORK HABITS.
A. EXPLORES CAREERS IN TERMS OF WORKER ROLES AND LEVELS, UNDERSTANDS MANAGEMENT FUNCTIONS. B. RECOGNIZES WAYS TO DEAL WITH NEGATIVE WORK SITUATIONS. C. EXPLORES WORK IN TERMS OF INTERPERSONAL SKILLS REQUIRED.	A. DISCUSSES THE SUPERIOR-SUBORDINATE RELATIONSHIPS IN OCCUPATIONS. B. RESPECTS AUTHORITY; KNOWS HOW TO WORK WITH SUPERVISION. C. DEMONSTRATES THE ABILITY TO WORK COOPERATIVELY WITH OTHER WORKERS.	A. BEHAVES APPROPRIATELY IN DIFFERENT WORK ROLES. B. RESPONDS APPROPRIATELY IN SUPERVISED OR SUPERVISORY CAPACITIES. C. WORKS COOPERATIVELY WITH OTHERS.

GOAL 5. COMMUNICATION AND COMPUTATION SKILLS
IMPROVE PROFICIENCY OF COMMUNICATION AND COMPUTATION SKILLS.

OBJECTIVES	GRADE LEVEL: K-3	4-6
5.1 DEVELOPS LISTENING SKILLS.	A. NAMES SITUATIONS IN WHICH LISTENING SKILLS ARE NEEDED. B. USES LISTENING SKILLS.	A. APPLIES LISTENING SKILLS IN SCHOOL AND OUT OF SCHOOL.
5.2 USES WRITING AND SPEAKING SKILLS EFFECTIVELY.	A. APPLIES ORAL AND WRITING SKILLS.	A. IDENTIFIES SITUATIONS REQUIRING HIGH LEVELS OF WRITING AND VERBAL SKILLS.
5.3 RELATES COMMUNICATIONS SKILLS TO CAREERS.	A. LISTS TASKS AND THE COMMUNICATIONS SKILLS NEEDED TO ACCOMPLISH THEM.	A. IDENTIFIES HOW COMMUNICATION SKILLS ARE NEEDED BY SELF AND OTHERS IN SCHOOL AND OUT OF SCHOOL.
5.4 USES OBJECTIVE AND CRITICAL THINKING.	A. ASKS QUESTIONS TO GAIN INFORMATION NEEDED IN SOLVING PROBLEMS.	A. UTILIZES BASIC RESEARCH SKILLS IN PROBLEM SOLVING. B. DEVELOPS AND USES SKILLS OF INQUIRY.
5.5 USES COMPUTATIONAL SKILLS EFFECTIVELY.	A. APPLIES BASIC COMPUTATIONAL SKILLS.	A. APPLIES COMPUTATIONAL SKILLS TO SCHOOL AND NON-SCHOOL ACTIVITIES.
5.6 RELATES COMPUTATIONAL SKILLS TO CAREERS.	A. NAMES SITUATIONS IN WHICH COMPUTATIONAL SKILLS ARE USED.	A. IDENTIFIES A VARIETY OF ACTIVITIES AND TASKS OF SELF AND OTHERS WHICH REQUIRE COMPUTATIONAL SKILLS.

7-9	10-12	13-14
A. DESCRIBES HOW GOOD LISTENING SKILLS APPLY TO CAREERS EXPLORED. B. UTILIZES GOOD LISTENING SKILLS	A. EVIDENCES ABILITY TO LISTEN EFFECTIVELY. B. KNOWS AND DEVELOPS LISTENING SKILLS NEEDED FOR PREFERRED CAREER.	A. USES LISTENING SKILLS EFFECTIVELY.
A. USES WRITING AND SPEAKING SKILLS IN SCHOOL AND OUT OF SCHOOL. B. RESEARCHES CAREERS ACCORDING TO WRITING SKILLS NEEDED	A. USES DIVERSE WRITING AND SPEAKING SKILLS EFFECTIVELY. B. DEVELOPS WRITING SKILLS NEEDED IN PREFERRED CAREER.	A. APPLIES SPEAKING SKILLS AND WRITING SKILLS IN CHOSEN CAREERS.
A. IDENTIFIES COMMUNICATION SKILLS NEEDED IN A VARIETY OF CAREER CLUSTERS AND LEVELS.	A. IDENTIFIES AND MASTERS COMMUNICATION SKILLS USED IN PREFERRED OCCUPATION.	A. COMMUNICATES EFFECTIVELY IN CHOSEN CAREERS.
A. IDENTIFIES SITUATIONS IN WHICH RESEARCH SKILLS ARE NEEDED.	A. CONDUCTS PERSONAL RESEARCH IN PROBLEM SOLVING AND INDEPENDENT LEARNING. B. APPLIES OBJECTIVITY IN PERSONAL AND CAREER PROBLEM SOLVING.	A. USES RESEARCH SKILLS IN PROBLEM SOLVING ON THE JOB.
A. MASTERS COMPUTATIONAL SKILLS APPROPRIATE FOR GRADE LEVEL AND INTERESTS.	A. APPLIES COMPUTATIONAL SKILLS APPROPRIATELY.	A. USES COMPUTATIONAL SKILLS NEEDED ON THE JOB EFFECTIVELY.
A. IDENTIFIES COMPUTATIONAL SKILLS NEEDED ON A VARIETY OF CAREER CLUSTERS AND LEVELS. B. EXPLORES CAREERS IN TERMS OF COMPUTATIONAL SKILLS NEEDED.	A. IDENTIFIES AND MASTERS COMPUTATIONAL SKILLS USED IN PREFERRED OCCUPATIONS.	A. ACQUIRES ADDITIONAL COMPUTATIONAL SKILLS NEEDED ON THE JOB.

GOAL 6. CAREER IMPLICATIONS OF SUBJECT MATTER: IMPROVE UNDERSTANDING OF THE RELATIONSHIP BETWEEN SCHOOLING AND WORK

OBJECTIVES	GRADE LEVEL: K-3	4-6
6.1 IDENTIFIES CAREER IMPLICATIONS OF SCHOOL EXPERIENCES.	A. IDENTIFIES WAYS IN WHICH THINGS LEARNED IN SCHOOL RELATE TO OTHER PERSONAL ACTIVITIES AND INTERESTS.	A. IDENTIFIES A VARIETY OF USES FOR SKILLS GAINED IN SCHOOL.
6.2 RELATES SPECIFIC SCHOOL EXPERIENCES TO JOB REQUIREMENTS.	A. IDENTIFIES SKILLS NEEDED FOR TASKS.	A. IDENTIFIES SKILLS OF WORKERS THAT WERE LEARNED IN SCHOOL.
6.3 DEVELOPS AN EDUCATIONAL PLAN TO ADDRESS CAREER CHOICE.	A. RECOGNIZES HOW THINGS LEARNED IN SCHOOL BENEFIT ONE NOW AND IN THE FUTURE.	A. RECOGNIZES THE NEED FOR ACHIEVEMENT IN SCHOOL IN ORDER TO GAIN SUCCESS IN FUTURE EXPERIENCES AND AT FUTURE GRADE LEVELS.
6.4 RELATES PERSONAL SKILLS TO SUBJECTS LEARNED IN SCHOOL.	A. SHOWS HOW PERSONAL SKILLS CONTRIBUTE TO SUCCESS IN SCHOOL.	A. IDENTIFIES SKILLS OF WORKING PARENTS THAT QUALIFY THEM FOR THEIR JOBS.
6.5 UTILIZES TEACHERS, COUNSELORS, AND OTHER SCHOOL PERSONNEL IN PURSUING CAREER INTERESTS.	A. RECOGNIZES TEACHERS AS A SOURCE OF INFORMATION RELEVANT TO PERSONAL INTERESTS.	A. RECOGNIZES TEACHERS AS A SOURCE OF CAREER-RELATED INFORMATION.

Career Implications Of Subject Matter

7-9	10-12	13-14
A. Explores careers and plans school experiences in terms of personal interests and skills already learned.	A. Engages in school activities related to career preferences. B. Applies knowledge and skills learned in school to personal life.	A. Identifies and enrolls in courses and school activities that enhance job performance. B. Applies skills learned in school in actual work situations.
A. Understands career implications of specific subject matter. B. Explores careers in terms of educational requirements.	A. Applies course content to career interests. B. Uses independent study opportunities to develop skills needed in preferred occupations.	A. Seeks to apply course content to job needs and skills.
A. Identifies skills associated with careers that are learned in school. B. Relates school subjects to their career implications.	A. Knows curriculum offerings in school. B. Selects programs appropriate for preparation for next steps in preferred career.	A. Continues to make and implement educational plans needed for proficiency in preferred occupations. B. Takes advantage of opportunities for advanced course work.
A. Shows how personal skills can enhance school and work performance. B. Describes how knowledge can be gained through some kinds of failures that might not be gained otherwise.	A. Values and uses skills learned outside of school and in occupational settings.	A. Develops personal skills needed for increased performance in school and on the job.
A. Uses in school and out of school resources when exploring careers. B. Knows how counselors and teachers can help identify relevant career information.	A. Seeks career related information from teachers and counselors.	A. Utilizes school teaching and counseling services in making and effecting career-related decisions.

GOAL 7. SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING: IMPROVE UNDERSTANDING OF ECONOMIC, POLITICAL, AND SOCIAL FACTORS INFLUENCING CAREER OPPORTUNITIES.

OBJECTIVES	GRADE LEVEL: K-3	4-6
7.1 UNDERSTANDS AND APPLIES SOCIOLOGICAL CONCEPTS.	A. IDENTIFIES THE VALUE OF WORKERS TO SOCIETY. B. SHOWS HOW WORK DONE IN THE CLASSROOM BENEFITS OTHERS.	A. RECOGNIZES THE SOCIAL FORCES THAT AFFECT WORKERS.
7.2 EVIDENCES ECONOMIC UNDERSTANDING.	A. DESCRIBES NEEDS AND WANTS IN RELATION TO SUPPLY AND DEMAND. B. IDENTIFIES PERSONAL RESOURCES.	A. INVESTIGATES SOURCE OF PERSONAL AND FAMILY INCOME.
7.3 EVIDENCES TECHNOLOGICAL UNDERSTANDING.	A. IDENTIFIES TECHNOLOGIES. B. COMPARES LIFE NOW AND IN THE PAST IN TERMS OF TECHNOLOGIES.	A. RECOGNIZES IMPACT OF TECHNOLOGY ON CAREERS AND ON JOBS. B. DESCRIBES PRINCIPLES THAT PERTAIN TO A BROAD RANGE OF TECHNOLOGIES.
7.4 EVIDENCES POLITICAL UNDERSTANDING.	A. EXPLAINS THE NEED FOR GOVERNMENT AND LAWS. B. SHOWS HOW RULES HELP CLASSROOM ACTIVITIES RUN MORE SMOOTHLY.	A. IDENTIFIES FORMS OF GOVERNMENT THAT EXIST AND THEIR IMPACT ON FORMS OF WORK. B. WORKS WITHIN THE FRAMEWORK OF RULES AND REGULATIONS.
7.5 IS AWARE OF THE NEED TO ELIMINATE SEX BIAS AND THE NEED TO COMPENSATE FOR THE EFFECTS OF SEX ROLE STEREOTYPING.	A. ILLUSTRATES HOW MEN AND WOMEN CAN DO SIMILAR KINDS OF WORK.	A. RECOGNIZES NEEDS OF BOTH MEN AND WOMEN IN CARRYING OUT CAREERS.

SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

7-9	10-12	13-14
A. EXPLORES CAREERS IN TERMS OF SOCIOLOGICAL IMPLICATIONS OF WORK. B. EXPLORES WORK AND CAREERS IN TERMS OF SOCIAL REQUIREMENTS SUCH AS IN PROFESSIONS AND UNIONS.	A. RECOGNIZES FORMAL AND INFORMAL ORGANIZATIONS IN WORK SETTINGS. B. DESCRIBES THE ROLE OF UNIONS IN LABOR. C. DISCUSSES SOCIAL IMPLICATIONS OF PREFERRED OCCUPATIONS.	A. RESPECTS FORMAL AND INFORMAL RELATIONSHIPS ON THE JOB. B. PARTICIPATES EFFECTIVELY AS UNION MEMBER WHERE NECESSARY. C. DEALS EFFECTIVELY WITH SOCIAL FACTORS AT WORK.
A. APPLIES ECONOMIC PRINCIPLES TO PERSONAL RESOURCE MANAGEMENT. B. EXPLORES CAREERS IN TERMS OF THEIR ECONOMIC IMPORTANCE TO INDIVIDUALS AND TO SOCIETY IN GENERAL.	A. DISCUSSES AND APPLIES ECONOMIC PRINCIPLES. B. RELATES ECONOMIC PRINCIPLES TO PERSONAL ECONOMIC BEHAVIOR.	A. PARTICIPATES EFFECTIVELY AS A CONSUMER OF GOODS AND SERVICES. B. RECOGNIZES THE IMPACT OF ECONOMICS ON ONE'S OCCUPATION. C. MANAGES PERSONAL INCOME EFFECTIVELY.
A. TRACES IMPACT OF TECHNOLOGY ON CAREERS EXPLORED. B. EXPLORES CAREERS IN TERMS OF TECHNOLOGIES EMPLOYED.	A. ACQUIRES SKILLS NEEDED TO WORK WITH TECHNOLOGIES RELATED TO PREFERRED OCCUPATION.	A. MASTERS TECHNOLOGICAL UNDERSTANDING AND SKILLS NEEDED ON THE JOB. B. RECOGNIZES THE EFFECT OF TECHNOLOGY ON ONE'S OCCUPATION.
A. EXPLORES CAREERS IN GOVERNMENT. B. GIVES EXAMPLES OF LAWS THAT PROTECT WORKERS OR THAT RELATE TO EMPLOYMENT.	A. DESCRIBES INFORMAL AND FORMAL POLITICS THAT AFFECT CAREER. B. EVIDENCES GOOD CITIZENSHIP.	A. PARTICIPATES IN ACTIVITIES WITHIN THE FRAMEWORK OF FORMAL AND INFORMAL POLITICS. B. PARTICIPATES IN EFFECTING AND ENFORCING LAWS AND REGULATIONS.
A. CONSIDERS NON-TRADITIONAL AREAS OF EMPLOYMENT FOR MEN AND WOMEN. B. RECOGNIZES THE EFFECTS OF SEX ROLE STEREOTYPING ON INDIVIDUALS.	A. RESPECTS MEN AND WOMEN EQUALLY IN TERMS OF THEIR PERFORMANCE AT WORK. B. RECOGNIZES AND INDICATES SOLUTIONS FOR INCIDENTS OR PROBLEMS INVOLVING SEX BIAS.	A. ACCEPTS PERSONS IN NON TRADITIONAL WORK ROLES. B. WORKS TO ACHIEVE THE ELIMINATION OF SEX BIAS.

GOAL 8. CAREER INFORMATION:
INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION.

OBJECTIVES	GRADE LEVEL: K-3	4-6
8.1 USES KNOWLEDGE OF PERSONAL VALUES, INTERESTS, NEEDS, LIMITATIONS TO EXPLORE CAREER OPTIONS.	A. IS AWARE OF PARENTS' SPECIAL TALENTS FOR JOBS IN AND OUT OF THE HOME. B. IDENTIFIES SKILLS NEEDED FOR CLASSROOM TASKS.	A. MATCHES PERSONAL QUALIFICATIONS WITH TASKS AND JOBS IN SCHOOL AND AT HOME. B. IS ABLE TO DESCRIBE NEEDS AND INTERESTS THAT ARE COMPATIBLE WITH OR CONFLICT WITH SOME OCCUPATIONS.
8.2 KNOWS HOW TO LOCATE AND USE APPROPRIATE CAREER INFORMATION.	A. NAMES PLACES WHERE A PERSON CAN FIND OUT ABOUT WORKERS AND WORKING.	A. RECOGNIZES DIFFERENCES AND SIMILARITIES IN JOBS IN COMMUNITY/STATE. B. LOCATES SOURCES OF CAREER INFORMATION.
8.3 IS AWARE OF A RANGE OF CAREER OPTIONS AND THEIR REQUIREMENTS.	A. DESCRIBES WORK DONE, CLOTHES WORN AND TOOLS USED BY A VARIETY OF WORKERS. B. IDENTIFIES PEOPLE WHO PRODUCE GOODS AND SERVICES THEY USE. C. IDENTIFIES REASONS PEOPLE WORK.	A. ILLUSTRATES THAT QUALIFICATIONS DIFFER FOR DIFFERENT KINDS OF WORK. B. RECOGNIZES THAT SOME WORKERS ARE SELF-EMPLOYED; UNDERSTANDS QUALIFICATIONS NEEDED FOR SUCCESS IN SELF-EMPLOYMENT.
8.4 USES DECISION-MAKING SKILLS TO IDENTIFY CAREER DIRECTIONS.	A. USES KNOWLEDGE OF SELF TO DETERMINE WHAT TASKS OR JOBS IN SCHOOL TO DO.	A. UNDERSTANDS THAT AVAILABILITY OF WORK IS RELATED TO DEMAND FOR GOODS AND SERVICES. B. ANALYZES CHOICES OF SCHOOL TASKS IN TERMS OF DECISION-MAKING SKILLS USED.

7-9	10-12	13-14
A. KNOWS PERSONAL NEEDS, INTERESTS, VALUES, AND EXPLORES CAREERS ACCORDING TO THESE CRITERIA. B. EXPLORES CAREERS IN TERMS OF POTENTIAL SATISFACTIONS INCLUDING MONETARY AND NON-MONETARY REWARDS.	A. RELATES PERSONAL CHARACTERISTICS TO PREFERRED OCCUPATION. B. STUDIES MODIFICATIONS NEEDED IN SELF IN ORDER TO SUCCEED IN PREFERRED OCCUPATIONS.	A. CONTINUES TO EXPLORE CAREER OPTIONS INCLUDING OPPORTUNITIES FOR ADVANCEMENT OR CHANGE IN TERMS OF PERSONAL VALUES, NEEDS AND SKILLS. B. EXPRESSES SATISFACTION WITH CAREER AND OCCUPATIONAL CHOICES IN TERMS OF VALUES, INTERESTS AND NEEDS.
A. USES RELEVANT RESOURCES FOR EXPLORING CAREERS. B. EXPLORES CAREERS BY CLUSTERS AND LEVELS. C. USES COMMUNITY RESOURCES TO OBTAIN CAREER INFORMATION.	A. LOCATES, READS, AND ANALYZES JOB MARKET INFORMATION. B. RELATES CURRENT EVENTS TO AVAILABILITY OF JOBS. C. RESEARCHES AND UP-DATES JOB MARKET INFORMATION. D. IDENTIFIES EMPLOYMENT TRENDS IN PREFERRED OCCUPATION.	A. USES APPROPRIATE SOURCES SUCH AS LABOR MARKET DATA AND CAREER INFORMATION. B. MAKES CAREER DECISIONS BASED ON ACCURATE AND UP TO DATE INFORMATION. C. IS AWARE OF EMERGING OCCUPATIONS.
A. EXPLORES A BROAD RANGE OF OCCUPATIONS IN TERMS OF THEIR REQUIREMENTS. B. IDENTIFIES SEVERAL DIFFERENT CAREER OPTIONS THAT REQUIRE SIMILAR SKILLS.	A. EXPANDS CAREER OPTIONS BY DEVELOPING SKILLS WHICH CAN BE COMBINED IN A NUMBER OF WAYS IN DIFFERENT CAREERS. B. UNDERSTANDS BEHAVIORS THAT ARE LIKELY OR NOT LIKELY TO LEAD TO JOB ADVANCEMENT.	A. CONTINUES TO EXPLORE CAREER OPTIONS AND REQUIREMENTS. B. ASSESSES PRESENT JOB STATUS IN TERMS OF POSSIBLE OPTIONS. C. PRACTICES BEHAVIORS THAT CONTRIBUTE TO JOB RETENTION OR ADVANCEMENT.
A. ANALYZES CAREER OPTIONS IN TERMS OF A NUMBER OF APPROPRIATE CRITERIA INCLUDING MOBILITY, JOB SECURITY, AND LIFESTYLE. B. USES PROCEDURES FOR REDUCING THE NUMBER OF OPTIONS TO ARRIVE AT TENTATIVE OCCUPATIONAL CHOICE.	A. CONFIRMS CAREER CHOICES. B. MAKES NEXT-STEP DECISIONS AND PLANS BASED ON OCCUPATIONAL CHOICE.	A. EXPRESSES SATISFACTION WITH OCCUPATIONAL CHOICE. B. EXPLORES NEED FOR DIRECTION OR RE-DIRECTION IN ONE'S OCCUPATION.

GOAL 9. MARKETABLE SKILLS AND ADAPTABILITY: IMPROVE JOB AQUISITION AND RETENTION COMPETENCIES.

OBJECTIVES	GRADE LEVEL: K-3	4-6
9.1 DEVELOPS SKILLS NEEDED FOR PREFERRED CAREER.	A. DEVELOPS SKILLS NEEDED FOR FOLLOWING PERSONAL INTERESTS. B. IS WILLING TO PARTICIPATE IN A VARIETY OF TASKS.	A. DEVELOPS SKILLS NEEDED FOR SPECIALIZED AND GENERAL TASKS.
9.2 USES JOB SEEKING AND JOB HOLDING SKILLS.	A. IS ABLE TO INTRODUCE SELF TO OTHERS.	A. MATCHES PERSONAL SKILLS TO TASK SELECTION APPROPRIATELY. B. KNOWS THE REASONS FOR RULES, REGULATIONS, AND STANDARDS ON A JOB.
9.3 REACTS POSITIVELY TO CHANGE.	A. DESCRIBES PERSONAL ATTITUDES WHEN CHANGE IS INTRODUCED.	A. MAKES SUGGESTIONS FOR COPING WITH CHANGE.
9.4 UNDERSTANDS THE NEED FOR ADAPTABILITY.	A. KNOWS HOW JOBS HAVE CHANGED OVER TIME - HISTORICALLY.	A. IDENTIFIES SITUATIONS WHEN ADAPTABILITY IS NEEDED IN SCHOOL, AT HOME.
9.5 UNDERSTANDS EFFECTS OF TECHNOLOGICAL CHANGE.	A. IDENTIFIES EXAMPLES OF RECENT CHANGES IN TECHNOLOGIES IN THE HOME.	A. RECOGNIZES CHANGES IN CAREER OPPORTUNITIES AS A RESULT OF OTHER CHANGES IN A GIVEN GEOGRAPHICAL AREA.

Marketable Skills and Adaptability

7-9	10-12	13-14
A. Identifies generally marketable skills. B. Explores occupations in terms of specific skills needed.	A. Develops skills needed for next step toward preferred occupational area. B. Demonstrates general employability skills. C. Demonstrates entry level skills in preferred occupations.	A. Demonstrates skill in chosen vocational area. B. Specializes in skills related to success in one's career.
A. Understands terminology used in want ads. B. Knows sources of job information.	A. Reads and interprets labor market data. B. Exhibits interview skills. C. Is able to write a resume.	A. Obtains and maintains employment. B. Exhibits skills in interviewing.
A. Applies present knowledge to novel situations.	A. Uses improvisation to cope with emergencies.	A. Views needed change positively. B. Exhibits adaptability skills.
A. Understands the frequency with which workers change jobs.	A. Describes instances which might stimulate or provoke job change and indicates steps. B. Demonstrates success in coping with new social and work roles.	A. Makes plans for dealing with change. B. Plans and manages desired changes.
A. Explores emerging occupations.	A. Considers implications of future technological change on preferred occupations.	A. Identifies and speculates on future possibilities based on technological change. B. Uses knowledge of change to forecast job probabilities.

GOAL 10. LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES: IMPROVE UNDERSTANDING OF PERSONAL/WORK SOCIETAL RESPONSIBILITIES

OBJECTIVES		GRADE LEVEL: K-3	4-6
10.1	IDENTIFIES PERSONAL LEISURE PREFERENCES.	A. DESCRIBES HOBBIES AND INTERESTS OUTSIDE OF SCHOOL.	A. DISTINGUISHES LEISURE ACTIVITIES FROM OTHER KINDS OF WORK.
10.2	USES LEISURE TIME EFFECTIVELY	A. DESCRIBES THINGS LEARNED THROUGH PERSONAL INTERESTS, HUBBIES, LEISURE.	A. DESCRIBES BENEFITS DERIVED FROM USE OF LEISURE TIME.
10.3	IS ABLE TO PARTICIPATE IN INDIVIDUAL AND GROUP LEISURE ACTIVITIES.	A. NAMES ACTIVITIES DONE ALONE OR IN GROUPS DURING LEISURE TIME.	A. IDENTIFIES WAYS TO EXPAND PERSONAL INTERESTS. B. PARTICIPATES IN A VARIETY OF ACTIVITIES.
10.4	RELATES THE ROLE OF LEISURE TO CAREERS.	A. IDENTIFIES THE NEED FOR WORKERS TO HAVE TIME FOR THEIR OWN INTERESTS. B. IDENTIFIES HOW SKILLS LEARNED IN SCHOOL CAN BE APPLIED TO LEISURE ACTIVITIES.	A. SHOWS HOW SKILLS LEARNED IN LEISURE ACTIVITIES RELATE TO CAREER DIRECTIONS. B. RECOGNIZES THAT LEISURE ACTIVITIES CAN LEAD TO EMPLOYMENT.
10.5	COORDINATES CITIZENSHIP ROLE WITH LIFESTYLE AND CAREER.	A. PARTICIPATES IN CLASS PROJECTS, CLASS DECISIONS, CLASSROOM EVENTS. B. IDENTIFIES CITIZENSHIP ROLES IN THE COMMUNITY.	A. CONTRIBUTES TO CLASSROOM CLIMATE IN POSITIVE WAYS. B. MAKES SUGGESTIONS FOR CLASS AND SCHOOL IMPROVEMENTS.
10.6	PARTICIPATES AS A RESPONSIBLE MEMBER OF THE FAMILY.	A. DESCRIBES FAMILY MEMBERS AND THEIR ROLES. B. IDENTIFIES WAYS IN WHICH THE FAMILY CONTRIBUTES TO SOCIETY.	A. IDENTIFIES SELF AS A CONTRIBUTER TO FAMILY LIFE. B. DESCRIBES A VARIETY OF FAMILY STRUCTURES AND LIFESTYLES.

7-9	10-12	13-14
A. RELATES VALUES AND INTERESTS TO USE OF LEISURE TIME.	A. EVALUATES LEISURE ACTIVITIES IN TERMS OF PERSONAL VALUES AND GOALS.	A. PARTICIPATES IN LEISURE ACTIVITIES THAT ARE PERSONALLY SATISFYING.
A. ASSESSES THE VALUE OF HOBBIES AND ACTIVITIES IN PERSONAL DEVELOPMENT. B. EXPLORES A BROAD RANGE OF LEISURE ACTIVITIES IN TERMS OF THEIR BENEFITS TO SELF AND OTHERS. C. RECORDS AND EVALUATES LEISURE TIME USE.	A. VALUES LEISURE ACTIVITIES B. DISCUSSES PERSONAL, SOCIAL, ECONOMIC BENEFITS AND CONSTRAINTS OF PERSONAL LEISURE TIME USE. C. EXPRESSES SATISFACTION AND REASONS FOR SATISFACTION CONCERNING USE OF LEISURE.	A. VALUES LEISURE ACTIVITIES AS HAVING BENEFIT TO SELF AND OTHERS. B. EXPRESSES SATISFACTION WITH LEISURE TIME PURSUITS.
A. PARTICIPATES IN CLUB ACTIVITIES DESIGNED TO PROMOTE ACTIVITIES FOR LEISURE.	A. PARTICIPATES IN INDIVIDUAL AND TEAM ACTIVITIES SUCH AS SPORTS, CLUBS.	A. PARTICIPATES IN LEISURE ACTIVITIES THAT INVOLVE SELF AND OTHERS.
A. CONSIDERS LEISURE ACTIVITIES THAT SUPPORT OR COMPLEMENT OCCUPATIONS. B. EXPLORES OCCUPATIONS WITH REFERENCE TO THE AMOUNT AND TYPE OF LEISURE TIME THEY MIGHT PRESENT. C. EXPLORES OCCUPATIONS IN TERMS OF LEISURE INTERESTS.	A. DESCRIBES HOW LEISURE ACTIVITIES SUPPORT OR COMPLEMENT PREFERRED OCCUPATIONS. B. CONSIDERS OPPORTUNITIES FOR EXTRA-CURRICULAR ACTIVITIES WHEN SELECTING NEXT-STEP OPTIONS, SUCH AS COLLEGE.	A. PARTICIPATES IN LEISURE ACTIVITIES THAT COMPLEMENT CAREER AND OCCUPATIONAL CHOICE.
A. DESCRIBES THE RESPONSIBILITIES OF CITIZENS IN A DEMOCRATIC SOCIETY.	A. IDENTIFIES WAYS IN WHICH PEOPLE CAN BE ACTIVE MEMBERS OF THE COMMUNITY. B. PARTICIPATES IN CO-CURRICULAR ACTIVITIES TO DEVELOP CITIZENSHIP SKILLS.	A. ASSUMES AN ACTIVE ROLE AS A MEMBER OF THE COMMUNITY.
A. CONSIDERS ONE'S ORIENTATION TO FAMILY IN EXPLORING CAREER DIRECTIONS. B. DESCRIBES AND DISCUSSES PERSONAL AND FAMILY RELATIONSHIPS.	A. STUDIES AND APPLIES SKILLS NEEDED FOR EFFECTIVE FAMILY LIFE PARTICIPATION. B. IDENTIFIES PERSONAL VALUES WITH RESPECT TO FAMILY.	A. COORDINATES OCCUPATIONAL ROLES WITH PREFERRED INDIVIDUAL AND FAMILY ORIENTATION. B. APPLIES SKILLS LEARNED TO EFFECT POSITIVE FAMILY RELATIONSHIPS.

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